

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 25, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #4

Subject: NO CHILD LEFT BEHIND (NCLB): SCHOOL ACCOUNTABILITY REPORT CARD (SARC).

Please include the following attachments:

[Attachment 1](#): 2003-04 Data Element Definition Summary (Pages 1-8)

This document summarizes each of the required data items in the order that they appear on the SARC template, indicates briefly whether the California Department of Education (CDE) is recommending a change in the definition since the prior State Board of Education (SBE) approval and, if so, why. It is intended only to facilitate the review and approval of the following two documents.

[Attachment 2](#): 2003-04 School Accountability Report Card Data Element Definitions (Pages 1-27)

This document, once approved by the SBE, will provide direction to local educational agencies (LEAs) regarding what data must be included in their SARCs and the specific definitions that should be utilized for reporting.

[Attachment 3](#): 2003-04 School Accountability Report Card (Pages 1-16)

This document, once approved by the SBE, serves as a model template that the CDE will populate with all the data available to it electronically. These templates will be made available to LEAs to complete and disseminate to the public by paper copy and via Internet.

The *California Education Code* requires the SBE to annually approve data definitions and adopt a report template that local educational agencies (LEAs) may use to prepare School Accountability Report Cards (SARCs). The passage of the No Child Left Behind Act (NCLB) resulted in additional requirements regarding the content of local accountability reports. NCLB requirements should be integrated with California's SARC definitions and template so that by 2003-04 LEAs are able to prepare a single report meeting both state and federal requirements.

The majority of the definitions and the template are unchanged from the prior year. In a few instances there are issues that SBE and/or CDE will need to clarify and resolve with the United States Department of Education as part of the approval process for California's accountability plan. These issues include the following:

- California's proposal to utilize the California High School Exit Examination (CAHSEE) as a proxy for reporting the graduation rate until statewide longitudinal student-level data are available;
- Procedures that will be used to collect and include in the SARC data about highly qualified teachers; and

- How to keep reports manageable in terms of length and complexity (a stated objective of NCLB) in light of requirements in state and federal law to report academic data by grade level and by numerous subgroups.

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

	Specific Requirement	Recommendation
1.	<p>Contact information pertaining to any organized opportunities for parental involvement.</p> <p>{Per EC Sec. 33126 (b), (22)}</p>	No Change
2.	<p>Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.</p> <p>(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.</p> <p>Per SB334, EC Sec. 35294.6.</p>	No Change
3.	<p>Safety, cleanliness, and adequacy of school facilities.</p> <p>{Per EC Sec. 33126 (b), (9)}</p>	No Change
4.	<p>Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (11)}</p>	No Change
5.	<p>Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33.</p> <p>{Per EC Sec. 33126 (b), (1) (A)}</p>	As a result of requirements in No Child Left Behind (NCLB) that data be reported by proficiency level, changes are proposed with legislative implications.
6.	<p>Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);</p> <p>Public Law 107-110 Section 1111(h)(2)(</p>	New element required by NCLB. This item is similar to #5 above, which is a California requirement.

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(Based on data from the 2002-2003 School Year)

	Section 1111 (h)(1)(C)	
7.	<p>The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(iii)</p>	New element required by NCLB.
8.	<p>The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (iv)</p>	New element required by NCLB. This item is similar to #5 above
9.	<p>Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(v)</p>	New element required by NCLB. This item is similar to #5 above
10.	<p>Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (1) (B)}</p>	No Change
11.	<p>After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment. (Note: this section refer to the California Fitness Test)</p> <p>{Per EC Sec. 33126 (b), (1) (C)}</p>	No Change
12.	<p>The Academic Performance Index, including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools.</p>	No Change

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(Based on data from the 2002-2003 School Year)

	<p>{Per EC Sec. 33126 (b), (18)}</p> <p>{Per SB1x, EC Sec. 52056. (a)}</p>	
13.	<p>Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under section 1116.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(vii)</p>	<p>New element required by NCLB. This item is similar to #12 above, which is a California requirement. It includes some additional new requirements.</p>
14.	<p>Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.</p> <p>{Per EC Sec. 33126 (b), (19)}</p>	<p>No Change</p>
15.	<p>Whether the school qualifies for the Governor's Performance Award Program.</p> <p>{Per EC Sec. 33126 (b), (20)}</p>	<p>No Change</p>
16.	<p>In the case of a local educational agency, the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i) (I)</p>	<p>New element required by NCLB.</p>
17.	<p>In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i) (II)</p>	<p>New element required by NCLB.</p>
18.	<p>In the case of a school, whether the school has been identified for school improvement</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(ii) (I)</p>	<p>New element required by NCLB.</p>
19.	<p>In the case of a school, information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.</p>	<p>New element required by NCLB.</p>

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	Public Law 107-110 Section 1111(h)(2)(B)(ii) (II)	
20.	<p>When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.</p> <p>{Per EC Sec. 33126 (b), (21)}</p>	No Change
21.	<p>Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section 52052.</p> <p>{Per EC Sec. 33126 (b), (2)}</p>	No change regarding dropout data. As a result of requirements under NCLB, the use of the California High School Exit Exam (CAHSEE) to generate a proxy graduation rate is recommended until longitudinal student-level data are available.
22.	<p>Graduation rates for secondary school.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I)</p> <p>Public Law 107-110 Section 1111(h)(1)©(vi)</p>	New element required by NCLB. This item is similar to #21 above, which is a California requirement. Use of CAHSEE to generate a proxy graduation rate is recommended until longitudinal student-level data are available.
23.	<p>Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28, using California Basic Education Data System or any successor data system information for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (4)}</p>	No Change
24.	The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per	No Change

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	pupil. {Per EC Sec. 33126 (b), (7)}	
25.	The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period. {Per EC Sec. 33126 (b), (5)}	No Change
26.	The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials Public Law 107-110 Section 111(h)(2)(B)(i)(I) Public Law 107-110 Section 111(h)(1)(C) (viii)	New element required by NCLB. The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.
27.	The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State. Public Law 107-110 Section 111(h)(2)(B)(i)(I) Public Law 107-110 Section 111(h)(1)(C) (viii)	New element required by NCLB. The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.
28.	Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period. {Per EC Sec. 33126 (b), (10)}	No Change
29.	Availability of qualified substitute teachers. {Per EC Sec. 33126 (b), (8)}	No Change
30.	Quality of school instruction and leadership. {Per EC Sec. 33126 (b), (13)}	No Change
31.	Teacher and staff training, and curriculum improvement programs.	No Change

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	{Per EC Sec. 33126 (b), (12)}	
32.	<p>Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and the ratio of textbooks per pupil and the year the textbooks were adopted.</p> <p>{Per EC Sec. 33126 (b), (6)}</p>	No Change
33.	<p>The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.</p> <p>{Per EC Sec. 33126 (b), (15)}</p>	No Change
34.	<p>The total number of minimum days, as specified in Sections 46112, 46113, 46117, and 46141, in the school year.</p> <p>{Per EC Sec. 33126 (b), (16)}</p>	No Change
35.	<p>The number of advanced placement courses offered, by subject.</p> <p>{Per EC Sec. 33126 (b), (17)}</p>	No Change
36.	<p>For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system.</p> <p>{Per EC Sec. 33126 (b), (23)}</p>	No Change
37.	<p>Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (1) (D)}</p>	No Change
38.	<p>Whether the school has a college admission test preparation course program.</p>	No Change

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	{Per EC Sec. 33126 (b), (24)}	
39.	The degree to which pupils are prepared to enter the workforce. {Per EC Sec. 33126 (b), (14)}	No Change
40.	The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. EC Sec. 41409.3.(a)	No Change
41.	The average salary for school site principals in the district. EC Sec. 41409.3.(b)	No Change
42.	The salary of the district superintendent. EC Sec. 41409.3.(c)	No Change
43.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers. EC Sec. 41409.3.(d)(1)	No Change
44.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for school site principals. EC Sec. 41409.3.(d)(2)	No Change
45.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents. EC Sec. 41409.3.(d)(3)	No Change
46.	The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409. EC Sec. 41409.3.(e)	No Change

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47.	The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education. EC Sec. 41409.3.(f)	No Change
48.	The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year' Provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409. EC Sec. 41409.3.(g)	No Change
49.	The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education. EC Sec. 41409.3.(h)	No Change
50.	Estimated expenditures per pupil and types of services funded. {Per EC Sec. 33126 (3)}	No Change

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	Specific Requirement	Definition(s) Currently In Use	Guiding Prompts/Source References
General Information			
1.	<p>Contact information pertaining to any organized opportunities for parental involvement.</p> <p>{Per EC Sec. 33126 (b), (22)}</p>	<p>Contact person name</p> <p>Contact person phone number</p> <p>Description of organized opportunities for parental involvement</p>	<p>Information and narrative are developed by the local educational agency/school.</p>
School Safety and Climate for Learning			
2.	<p>Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.</p> <p>(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.</p> <p>Per SB334, EC Sec. 35294.6.</p>	<p>The dates that the School Safety plan was last reviewed, updated and discussed with school faculty as well as a brief description of key elements included in the plan.</p>	<p>Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. The guidelines document and a list of regional safe school plan development training sessions is located on the SSVPO web site at:</p> <p>http://www.cde.ca.gov/spbranch/safety</p>

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3.	<p>Safety, cleanliness, and adequacy of school facilities.</p> <p>{Per EC Sec. 33126 (b), (9)}</p>	<p>Description of the school's efforts to keep students safe on school grounds before, during, and after the school day.</p> <p>Description of the degree to which the school facility supports teaching and learning.</p> <p>Description of the condition and cleanliness of the school grounds, buildings, and restrooms.</p>	<p>Narrative is developed by the local educational agency/school. Are students safe on school grounds before, during, and after school?</p> <ul style="list-style-type: none"> • Before and after school supervision • Limiting/controlling unauthorized access during school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings) <p>Does the school facility support teaching and learning?</p> <ul style="list-style-type: none"> • Classroom space • Playground space • Space for staff <p>What is the condition and cleanliness of the school?</p> <ul style="list-style-type: none"> • Age of school/buildings • Maintenance and repair • Cleaning process and schedule for classrooms, restrooms, grounds
4.	<p>Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (11)}</p>	<p>List of school programs and practices that promote a positive learning environment</p> <p>For the most recent three-year period: Data are provided on the numbers and rates of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data must include district-level comparisons.</p>	<p>Narrative is developed by the local educational agency/school. Schools programs and practices may include, for example,</p> <ul style="list-style-type: none"> • School discipline policy • Peer counseling • School/home communication • Tutoring, after school programs <p>The rate of suspensions and expulsions is the total number of incidents divided by the school's CBEDS total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high)</p>

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			and the district average may be misleading. Schools/districts have the option of comparing school-level data with the district average for the same type of school.
Academic Information			
5.	<p>Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33.</p> <p>{Per EC Sec. 33126 (b), (1) (A)}</p>	<p>Norm-Referenced Test (NRT) the most recent three-year period: Data are provided for math and reading (and must be disaggregated for specific subgroups, if they are numerically significant at the school level) or each grade level as the percent of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED) not SED (as defined by STAR) and program participation in Migrant Education.</p>	<p>Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.</p> <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p>

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		<p>California Standards Test (CST)</p> <p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level.</p> <p>Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities. Data must also be reported for race/ethnicity, and program participation in Migrant Education.</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03.
6.	Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of	<p>California Standards Test (CST)</p> <p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities. Data must also be</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>Data are reported from STAR and may obtained at the following website:</p>

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	<p>students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);</p> <p>Public Law 107-110 Section 1111(h)(2)(</p> <p>Section 1111 (h)(1)(C)</p>	<p>reported for race/ethnicity, and program participation in Migrant Education. In lieu of providing grade level data, a link to the STAR Web site must be provided to the reader, grade-level data are available there.</p>	<p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
7.	<p>The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(iii)</p>	<p>California Standards Test (CST)</p> <p>The percentage of students not tested (disaggregated by English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities. Data must also be reported for race/ethnicity, and program participation in Migrant Education</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. • <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p>
8.	<p>The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments</p>	<p>California Standards Test (CST)</p> <p>For the most recent three-year period: data are provided for each content area for which the</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001,

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	<p>under this section are required;</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (iv)</p>	<p>State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities.</p>	<p>2001/02 and 2002/03</p> <ul style="list-style-type: none"> Mathematics in grades 2-11 for 2001-02 and 2002/03 Science in Grades 9-11 for 2001-2002 and 2002/03 History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
9.	<p>Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(v)</p>	<p>Norm-Referenced Test (NRT) the most recent three-year period: Data are provided for math and reading (and must be disaggregated for specific subgroups, if they are numerically significant at the school level) or each grade level as the percent of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED) not SED (as defined by STAR) and program participation in Migrant Education.</p>	<p>Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003 are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. (See item #6 above for the equivalent California requirement)</p> <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
10.	<p>Pupil achievement in and progress toward meeting reading, writing, arithmetic,</p>	<p>For the most recent three-year period: Data are provided by grade level for reading, writing and math as the percentage of students</p>	<p>If the local school is utilizing an assessment tool other than the state approved NRT or CST, the results should be reported for any grade levels in which there are data and a brief description</p>

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	<p>and other academic goals, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.</p> <p>{Per EC Sec. 33126 (b), (1) (B)}</p>	<p>achieving at the proficiency level (either meeting or exceeding the standard).</p>	<p>of the assessment tool should be included. If no assessment tools other than state approved NRT and CST are being utilized, this table may be excluded from the SARC.</p>
11.	<p>After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment.</p> <p>{Per EC Sec. 33126 (b), (1) (C)}</p>	<p>For the most recent year reported: The percent of students scoring in the healthy fitness zone on all six fitness standards, reported by total and disaggregated by gender.</p> <p>Data are to be reported for the school and include district and statewide results for the purpose of comparison.</p>	<p>Note: EC 60800 refers to a requirement that schools with grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the State Board of Education.</p>
12.	<p>The Academic Performance Index, including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools.</p>	<p>For the most recent three year period:</p> <ul style="list-style-type: none"> • The percent of students tested at the school • The base API score • The school wide growth target • The school's statewide API rank 	<p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>

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	<p>{Per EC Sec. 33126 (b), (18)}</p> <p>{Per SB1x, EC Sec. 52056. (a)}</p>	<ul style="list-style-type: none"> • The similar schools rank • The school wide growth API score • Actual growth • Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the API growth score, the growth target and the actual growth for numerically significant ethnic subgroups 	
13.	<p>Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under section 1116.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C)(vii)</p>	<p>Indicate whether the local educational agency, the school and at the school level each of the following subgroups has met its AYP requirement. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED) not SED (as defined by STAR) and program participation in Migrant Education.</p> <p>Also, or the most recent three year period:</p> <ul style="list-style-type: none"> • The percent of students tested at the school • The base API score • The school wide growth target • The school's statewide API rank • The similar schools rank • The school wide growth API score • Actual growth 	<p>The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. Prior to 2014, In order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English Language Arts is 13.6 percent at or above proficient. For Mathematics the target is 16.0 percent.</p> <p>To fulfill the requirement for a second indicator, California utilizes the API (See #12 above for the equivalent California requirement)</p> <p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>

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		Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the API growth score, the growth target and the actual growth for numerically significant ethnic subgroups	
14.	Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program. {Per EC Sec. 33126 (b), (19)}	Indicate whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.	Data are reported from Low Performing Schools and may be obtained at the following website: http://www.cde.ca.gov/iusp/
15.	Whether the school qualifies for the Governor's Performance Award Program. {Per EC Sec. 33126 (b), (20)}	Indicate whether the school qualifies for the Governor's Performance Award Program.	Data are reported from API and may be obtained at the following website: http://api.cde.ca.gov
16.	In the case of a local educational agency, the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified. Public Law 107-110 Section 1111(h)(2)(B)(i) (I)	Indicate the number and percentage of schools identified for school improvement within the LEA. Indicate whether the school has been identified for school improvement and how long it has been so identified.	Additional information may be obtained at the following website: http://www.cde.ca.gov

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17.	<p>In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole.</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(i) (II)</p>	<p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the number and percentage of students achieving at each proficiency level. Data are compared to local educational agency and state averages.</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>See item #5 above for the equivalent California requirement)</p>
18.	<p>In the case of a school, whether the school has been identified for school improvement</p> <p>Public Law 107-110 Section 1111(h)(2)(B)(ii) (I)</p>	<p>Indicate if the school has been identified for school improvement</p>	<p>Additional information may be obtained at the following website:</p> <p>http://www.cde.ca.gov</p>
19.	<p>In the case of a school, information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.</p> <p>Public Law 107-110 Section</p>	<p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the number and percentage of students achieving at each proficiency level. Data are compared to local educational agency and state averages.</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>See item #5 above for the equivalent California requirement)</p>

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	1111(h)(2)(B)(ii) (II)		
<i>School Completion & Secondary Schools)</i>			
20.	<p>When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.</p> <p>{Per EC Sec. 33126 (b), (21)}</p>	<p>The reporting of these data will be required in 2004 when the first complete set of results is in from the High School Exit Exam for a graduating class.</p>	<p>Information about the California High School Exit Exam may be obtained at the following website:</p> <p>http://cahsee.cde.ca.gov</p>
21.	<p>Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section</p>	<p>For the most recent three-year period: Data are provided regarding progress toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS).</p> <p>Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the</p>	<p>The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment)*100.</p> <p>State certification/release dates for dropout data occur too late for inclusion of 2002-2003 data with other data from that year. Therefore, 2001-21 data are utilized for SARC's prepared during 2003-04.</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>

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	52052. {Per EC Sec. 33126 (b), (2)}	number of students passing both the Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment.	CAHSEE results may be found at the following web address: http://www.cde.ca.gov/statetests/cahsee/index.html
22.	Graduation rates for secondary school. Public Law 107-110 Section 1111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)©(vi)	Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the number of students passing both the Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment	CAHSEE results may be found at the following web address: http://www.cde.ca.gov/statetests/cahsee/index.html (See item #21 above for the equivalent California requirement)
23.	Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28, using California Basic Education Data System or any successor data system information for the most recent three-year period.	For the most recent three-year period, as defined by CBEDS: <ul style="list-style-type: none"> • Distribution of class sizes at the school site by grade level or by department (as appropriate). • Average class size, by grade level. • Percentage of pupils in grades K to 3, inclusive, participating in the Class Size Reduction Program. 	Note: CBEDS calculation of the average class size, by grade level and the class size distribution by grade level excludes classrooms of 50 or more students from the equation. For schools/grades organized in self-contained classrooms (e.g. k-6 grades in elementary schools) data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more. For high schools and middle schools with departmentalized programs, data are reported as the number of classrooms with a distribution of teaching loads and the average teaching load for each of the following four subject areas: English, Mathematics, Science and Social Science.

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	{Per EC Sec. 33126 (b), (4)}		
24.	The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil. {Per EC Sec. 33126 (b), (7)}	FTE and type of counselors and pupil support personnel.	Data are derived from CBEDS based on data collected on the Professional Assignment Information Form.
<i>Teacher and staff Information</i>			
25.	The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period. {Per EC Sec. 33126 (b), (5)}	For the most recent three-year period: <ul style="list-style-type: none"> • Total Number of Teachers • Full Credential (fully credentialed and teaching in subject area) • Teaching Outside Subject Area (fully credentialed but teaching outside subject area) • Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits) • Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) 	Data are derived from CBEDS based on data collected on the Professional Assignment Information Form. Results may be found at the following web address: http://data1.cde.ca.gov/dataquest/
26.	The professional qualifications of teachers in the State, the percentage of such teachers	<i>Note: The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been</i>	<i>Note: The California Department of Education is reviewing alternatives and timelines by which these data might be collected by the state. If a mechanism for collecting these</i>

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	teaching with emergency or provisional credentials Public Law 107-110 Section 111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (viii)	<i>approved, it will be utilized to complete this section of the report.</i>	<i>data is established in time to produce SARC templates in time for release in 2003-04, these data will be included. If not, The data definition will provide guidance to LEAs regarding how to implement the Board's requirement.</i>
27.	The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State. Public Law 107-110 Section 111(h)(2)(B)(i)(I) Public Law 107-110 Section 1111(h)(1)(C) (viii)	<i>Note: The State Board of Education is in the process of approving a definition for "well qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.</i>	<i>Note: The California Department of Education is reviewing alternatives and timelines by which these data might be collected by the state. If a mechanism for collecting these data is established in time to produce SARC templates in time for release in 2003-04, these data will be included. If not, The data definition will provide guidance to LEAs regarding how to implement the Board's requirement.</i>
28.	Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.	Description of the procedures and criteria for teacher evaluation.	Are teacher evaluation procedures and criteria defined (1) in the bargaining unit contract, (2) through district-wide procedures, (3) at the school site, or (4) other? How often are teachers evaluated? <ul style="list-style-type: none"> Differences among tenured, probationary, emergency-permit teachers

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	{Per EC Sec. 33126 (b), (10)}		<ul style="list-style-type: none"> • Special/unscheduled evaluations <p>What are the evaluation criteria?</p> <ul style="list-style-type: none"> • Differences among tenured, probationary, emergency-permit teachers • Specified versus open <p>Who gets the results of teacher evaluations?</p> <ul style="list-style-type: none"> • Confidentiality • Satisfactory versus in need of improvement versus unsatisfactory
29.	<p>Availability of qualified substitute teachers.</p> <p>{Per EC Sec. 33126 (b), (8)}</p>	Statement regarding whether the school has had any difficulties in securing qualified substitute teachers. If so, a statement regarding whether the lack of available credentialed substitute teachers has had an impact upon the instructional program.	Narrative is developed by the local educational agency/school.
Curriculum and Instruction			
30.	<p>Quality of school instruction and leadership.</p> <p>{Per EC Sec. 33126 (b), (13)}</p>	<p>School Leadership: Description of the experience and tenure of the principal. If the school has a designated leadership team, description of its membership, roles, and purpose.</p> <p>Instruction: Description of the instructional program for all students, the supports and services for students with special needs and the process for monitoring student progress toward</p>	<p>Narrative is developed by the local educational agency/school.</p> <p>What is the experience and tenure of the principal?</p> <p>How does the administrator involve parents and staff in decision-making?</p> <p>Does the school have a “recognized” leadership team? If yes:</p> <ul style="list-style-type: none"> • Members

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		standards.	<ul style="list-style-type: none"> • Purpose/roles and responsibilities <p>What is the instructional program for all students?</p> <ul style="list-style-type: none"> • Instructional focus (school wide) • Standards-based instruction • Access to core curriculum) <p>What supports and services are available for students with special needs?</p> <ul style="list-style-type: none"> • GATE students • At-risk students • English Language Learners • Special Education Students • After-school programs • Tutoring • Peer tutoring <p>How do we know how students are doing?</p> <ul style="list-style-type: none"> • Processes for monitoring student performance and progress • Reporting student progress to staff, students, parents, the school community
31.	<p>Teacher and staff training, and curriculum improvement programs.</p> <p>{Per EC Sec. 33126 (b), (12)}</p>	<p>Description of how teachers and staff are trained for instructional improvement.</p> <p>Indicate the number of days for professional development and continuous professional growth.</p>	<p>Narrative is developed by the local educational agency/school.</p> <p>How teachers and staff participate in staff development to help them improve instruction:</p> <ul style="list-style-type: none"> • All classroom teachers • New teachers (e.g., BTSA) • Non-classroom teachers • National Board Certified Teachers

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			<ul style="list-style-type: none"> Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review) Paraprofessionals (e.g., instructional aides, teacher assistants) Non-instructional support staff (e.g., clerical, custodial) <p>List the <i>primary/major</i> areas of focus of staff development and specify how they were selected. (For example, was student achievement data used to determine the need for professional development in reading instruction?)</p> <p>What are the methods by which professional development is delivered? (For example, in after-school workshops, by conference attendance, through individual mentoring.)</p> <p>How are teachers supported during implementation? (For example, through in-class coaching, teacher-principal meetings, student performance data reporting.)</p>
32.	Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and	<p>List of the textbooks/instructional materials used in the core subjects (English language arts, mathematics, science, and history/social science), including:</p> <ul style="list-style-type: none"> The year in which they were adopted, and Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (kindergarten and grades 1 to 8, inclusive) or the local governing board (grades 9 to 12, inclusive), consistent with the state textbook adoption cycle. 	<p>List and narrative are developed by the local educational agency/school.</p> <p>For subject areas in which there has not yet been a standards-aligned state adoption:</p> <ul style="list-style-type: none"> In which year is the state expected to adopt such materials? In which year does the district expect to select and implement new materials from the state-approved list? <p>Do all students have access to textbooks and other instructional materials in each core subject area that are</p>

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	<p>the ratio of textbooks per pupil and the year the textbooks were adopted.</p> <p>{Per EC Sec. 33126 (b), (6)}</p>	<p>For textbooks and instructional materials that are not from the most recent state-approved list, explanation of why non-adopted materials are being used and how they are aligned with state standards.</p> <p>Description of how each student has access to current, standards-based textbooks and other instructional materials.</p>	<p>current and in good condition? If not,</p> <ul style="list-style-type: none"> • What are the reasons? • What is being done or planned to provide such access?
33.	<p>The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.</p> <p>{Per EC Sec. 33126 (b), (15)}</p>	<p>List the total number of overall instructional minutes by grade level in comparison to 36,000 minutes for Kindergarten; 50,400 minutes for grades 1 to 3 inclusive; 54,000 minutes for grades 4 to 8, inclusive; and 64,800 minutes for grades 9 to 12, inclusive.</p>	<p>The Education Code section governing instructional minutes is EC 46201)</p> <p>On-Campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes.</p>
34.	<p>The total number of minimum days, as specified in Sections 46112, 46113, 46117, and 46141, in the school year.</p> <p>{Per EC Sec. 33126 (b), (16)}</p>	<p>Statement regarding the number of days students attended school on a shortened day schedule, (less than a regular school day).</p> <p>Description of the reasons for the shortened day schedule.</p>	<p>Information and narrative are developed by the local educational agency/school.</p>

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<i>Post-Secondary Preparation</i>			
35.	The number of advanced placement courses offered, by subject. {Per EC Sec. 33126 (b), (17)}	The number of advanced placement courses and classes offered, and the enrollment in various Advanced Placement (AP) or International Baccalaureate (IB), by subject.	Data are reported from CBEDS and may be obtained at the following website: http://www.cde.ca.gov/demographics/
36.	For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system. {Per EC Sec. 33126 (b), (23)}	Data provided are: <ul style="list-style-type: none"> • Number of pupils enrolled in grades 9-12, and the number and percentage enrolled in those courses required for entrance to the University of California and the California State University • Number of graduates, and the number and percentage that have passed course requirements for entrance to the University of California and the California State University • 	Data are reported from CBEDS and may be obtained at the following website: http://www.cde.ca.gov/demographics/
37.	Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.	For the most recent three-year period: Grade 12 enrollment from CBEDS, percent of students taking the SAT-1, average verbal, and average math score comparison to district and state.	Some schools may wish to include ACT results in addition to those from the SAT. SAT results may be found at the following web address: http://www.cde.ca.gov/ope/research/sat/ ACT results may be found at the following web address:

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	{Per EC Sec. 33126 (b), (1) (D)}		http://www.cde.ca.gov/oep/research/act/
38.	Whether the school has a college admission test preparation course program. {Per EC Sec. 33126 (b), (24)}	Indicate whether the school has a college admission test preparation course program. If so, describe the program.	Narrative is developed by the local educational agency/school.
39.	The degree to which pupils are prepared to enter the workforce. {Per EC Sec. 33126 (b), (14)}	<p>Description of:</p> <ul style="list-style-type: none"> • Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work • How these programs and classes are integrated with academic courses and how they support academic achievement • How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students • The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes. <p>Provide enrollment, concentration and completion data on all career-technical education programs and classes, including academic and skills achievement, as reported</p>	<p>Description of the size and scope of the career-technical programs (CTE) and courses offered:</p> <ul style="list-style-type: none"> • Directly at the school • Through Regional Occupational Centers and Programs (ROCPs) • In Partnership Academies and career academies • In Specialized Secondary Programs, etc. <p>Description of how these programs and classes support academic achievement as evidenced by:</p> <ul style="list-style-type: none"> • Courses that have been revised to incorporate state-adopted academic standards • Courses that satisfy the district's graduation requirements • Courses that satisfy the A-G entrance requirements for the UC and CSU systems <p>Description of steps the school takes to assure equitable access and successful outcomes for all students in career-technical programs and courses by:</p> <ul style="list-style-type: none"> • Counseling and guidance • Professional development

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		<p>in Carl D. Perkins Vocational and Technical Education Act program data.</p>	<ul style="list-style-type: none">• Additional support services such as child care, transportation, etc.• Collaborating with youth development and economic development systems in the region. <p>ption of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:</p> <ul style="list-style-type: none">• Mastery of “employment readiness standards,” both basic and industry-specific• Results of career-technical skills assessments• Business, labor, and other community stakeholder support• Participation in career-technical student organizations• Placement of program completers in employment, postsecondary education or the military. <p>Statistical data may be found in “Report of Student Enrollment and Program Completion in Career/Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult education and ROCs.”</p> <ul style="list-style-type: none">• Enrollment-Page 1.• Number Secondary CTE Students Concentrators-Page 3, Column A• Number Secondary CTE Students Completers-Page 3, Column B• Number of Grade 12 Students Prog. completers-Page 3, Column C
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			<ul style="list-style-type: none"> • Number of Grade 12 Students Earning Diploma- Page 3, Column D • Rate that Concentrators Completed CTE Program- Middle of Page. 3, just after table • Rate that Grade 12 CTE Completers Earned a Diploma-Middle of Page 3, just after table. <p>Other data available on outcomes of the school's CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.</p> <p>Additional guidance for reporting on this data element may be found at the following web sites:</p> <p>www.cde.ca.gov/shsd www.cde.ca.gov/perkins</p>
<i>Fiscal and Expenditure Data</i>			
40.	<p>The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale.</p> <p>EC Sec. 41409.3.(a)</p>	<p>The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to teachers.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>

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			<ul style="list-style-type: none"> • Beginning teachers are those teachers in their first year of teaching. • For mid-range teacher salaries, districts should select a teacher with ten years of experience and a bachelor's degree plus 60 semester units. • For the highest teachers' salary, districts should select the highest paid teacher in the district. • Districts that did not employ a teacher in one of these categories during the fiscal year should review their salary schedule and determine what salary they would have paid a teacher in the appropriate category.
41.	<p>The average salary for school site principals in the district.</p> <p>EC Sec. 41409.3.(b)</p>	<p>The average annualized salary for school site principals reported in Section IV: "Other Salary Data" on Form J-90.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
42.	<p>The salary of the district superintendent.</p> <p>EC Sec. 41409.3.(c)</p>	<p>The District superintendent's annualized salary reported in Section IV: "Other Salary data" on Form J-90.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available</p>

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			<p>at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
43.	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers.</p> <p>EC Sec. 41409.3.(d)(1)</p>	<p>Definition and Information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>““Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
44.	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for school</p>	<p>Definition and Information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>“Statewide salary averages are derived from</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

	<p>site principals.</p> <p>EC Sec. 41409.3.(d)(2)</p>	<p>information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
45.	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents.</p> <p>EC Sec. 41409.3.(d)(3)</p>	<p>Definition and Information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>“Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC’s prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
46.	<p>The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year,</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC’s prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

	provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409. EC Sec. 41409.3.(e)	“Percentage of expenditures allocated to salaries of administrative personnel, as defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the <i>California School Accounting Manual</i> .”	http://www.cde.ca.gov/fiscal/financial/ Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.
47.	The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education. EC Sec. 41409.3.(f)	The sum of California Accounting Manual Object of Expenditure Accounts 1200,1300,1700,1800, and 2200 divided by total general fund accounts 1000 through 7999	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address: http://www.cde.ca.gov/fiscal/financial/ Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.
48.	The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year' Provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409.	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE. “Percentage of expenditures allocated to salaries of teachers, as defined in object of expenditure classification 1100 of the <i>California School Accounting Manual</i> ”	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address: http://www.cde.ca.gov/fiscal/financial/ Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

	EC Sec. 41409.3.(g)		be added, if appropriate.
49.	<p>The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3.(h)</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>Total expenditures reported in California School Accounting Manual Object of Expenditure Account 1100 divided by total general fund accounts 1000 through 7999.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
50.	<p>Estimated expenditures per pupil and types of services funded.</p> <p>{Per EC Sec. 33126 (3)}</p>	<p>Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, district average expenditures per pupil for districts in the same category and state average expenditures per pupil for all districts.</p> <p>Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.</p>	<p>Schools may wish to provide additional site-specific information if their site expenditures differ significantly from the district average (e.g., due to additional grants or participation /nonparticipation in certain categorical programs).</p>

School Accountability Report Card School Year 2003-2004

(Based on data from the 2002-03 school year)

-DRAFT- Modification date: 2/25/03

School Information		District Information	
School Name		District Name	
Principal		Superintendent	
Street		Street	
City, State, Zip		City, State, Zip	
Phone Number		Phone Number	
Fax Number	<i>To be provided by LEA</i>	Fax Number	<i>To be provided by LEA</i>
Web Site		Web Site	
Email Address		Email Address	
CDS Code		SARC Contact	

School Description and Mission Statement

Narrative to be provided by LEA

Opportunities for Parental Involvement *(Optional under NCLB)*

Contact Person Name	<i>To be provided by LEA</i>	Contact Person Phone Number	<i>To be provided by LEA</i>
<i>Narrative to be provided by LEA</i>			

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	
Grade 3		Grade 12	
Grade 4		Ungraded Secondary	
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American			Hispanic or Latino		
American Indian or Alaska Native			Pacific Islander		
Asian-American			White (Not Hispanic)		
Filipino-American			Other		

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	To be provided by LEA	Date Last Discussed with Staff	To be provided by LEA
Narrative to be provided by LEA			

School Programs and Practices that Promote a Positive Learning Environment

Narrative to be provided by LEA

Suspensions and Expulsions (Optional under NCLB)

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Suspensions (number)						
Suspensions (rate)	To be provided by LEA			To be provided by LEA		
Expulsions (number)						
Expulsions (rate)						

School Facilities

Narrative to be provided by LEA

[illegible]

CST - Science

Percentage of students achieving by proficiency level.

[illegible]

CST – History/Social Science

Percentage of students achieving by proficiency level.

[illegible]

CST - Subgroups - English Language Arts

Percentage of students achieving by proficiency level.

[illegible]

CST - Subgroups - Mathematics

Percentage of students achieving by proficiency level.

[illegible]

CST - Subgroups - Science

Percentage of students achieving by proficiency level.

[illegible]

CST - Subgroups - History/Social Science

Percentage of students achieving by proficiency level.

[illegible]

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Reference Test adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT- Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

NRT- Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

NRT- Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

NRT- Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

NRT- Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (Not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

NRT- Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (Not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
K									
1									
2									
3									
4									
5	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		
6									
7									
8									
9									
10									
11									
12									

California Fitness Test

Number and Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9									

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. **Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

School Wide API

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percentage Tested				Percentage Tested			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Base API Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2001	2002	2003		2001	2002	2003
Eligible for Governor's Performance Award				Recognition for Achievement (Title1)			
Eligible for II/USP				Identified for Program Improvement (Title 1)			
Applied for II/USP \$				Exited Title 1 Program Improvement			
Received II/USP \$				How long identified for Program Improvement			
				Schools in the LEA Identified for Program Improvement			
				Number of Schools			
				Percent of schools			

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. Prior to 2014, In order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English Language Arts is 13.6 percent at or above proficient. For Mathematics the target is 16.0 percent.

AYP Reporting Category	Met Target (Y/N)	AYP Reporting Category	Met Target (Y/N)
Local Educational Agency (All students)		-----	-----
School (All students)		-----	-----
Disaggregated by Race/Ethnicity:		Disaggregated by Gender:	
African-American		Female	
American Indian or Alaska Native		Male	
Asian-American		Socioeconomically Disadvantaged	
Filipino-American		Students with Disabilities	
Hispanic or Latino		English Language Learners	
Pacific Islander		Migrant	
White (Not Hispanic)			

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the number of students passing both the Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment. Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

[illegible]

V. Class Size

Average Class Size and Class Size Distribution (Optional under NCLB)

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS

[illegible]

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS

[illegible]

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Pupils Participating			
Grade Level	2001	2002	2003
K			
1		<i>To be provided by LEA</i>	
2			
3			

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Number of Teachers			
Full Credential (full credential and teaching in subject area)			
Teaching Outside Subject Area (full credential but teaching outside subject area)	<i>To be provided by LEA</i>		
Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			
Percentage of teachers with emergency or provisional credentials			
Percentage of classes not taught by highly qualified teachers			
For the LEA, the percentage of classes in the highest quartile schools (based on poverty in the state) not taught by highly qualified teachers)			
For the LEA, the percentage of classes in the lowest quartile schools (based on poverty in the state) not taught by highly qualified teachers)			

Professional Qualifications of Teachers

Narrative to be provided by LEA

Teacher Evaluations

Narrative to be provided by LEA

Substitute Teachers

Narrative to be provided by LEA

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Narrative to be provided by LEA

Professional Development

Narrative to be provided by LEA

Quality and Currency of Textbooks and Other Instructional Materials

Narrative to be provided by LEA

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5	<i>To be provided by LEA</i>	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

The California Education Code requires continuation schools to provide a minimum of 180 school days per year with at least 180 minutes of instructional time in each of those days. Data reported compares the number of instructional days offered at the school level to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10	<i>To be provided by LEA</i>	180 days
11		180 days
12		180 days

Total Number of Minimum Days

Narrative to be provided by LEA

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/ International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts		
Computer Science		
English		
Foreign Language		
Mathematics		
Science		
Social Science		

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses (Grades 9-12)	Number of Pupils Enrolled in Courses Required for UC and/or CSU Admission	Percentage of Pupils Enrolled in Courses Required for UC and/or CSU Admission

Graduates Who Have Passed Course Requirements for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data Systems (CBEDS) **total graduates** for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements for UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements for UC and/or CSU Admission

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment									
Percentage of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Narrative to be provided by LEA

Degree to Which Students Are Prepared to Enter Workforce

Narrative to be provided by LEA

Enrollment and Program Completion in Career/Technical Education Programs

Data are available from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1). Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
<i>To be provided by LEA</i>			<i>To be provided by LEA</i>			

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

	District	State
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary		
Superintendent Salary		
Percentage of Budget for Teachers' Salaries		
Percentage of Budget for Administrative Payrolls		

Additional Compensation for Administrators

Narrative to be provided by LEA

Expenditures (Fiscal Year 2000-2001)

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)

Types of Services Funded

Narrative to be provided by LEA